

F A I R *f* I E L D
U N I V E R S I T Y

School of Nursing

master of science

family nurse practice

psychiatric nurse practice

post-master's

certification program

Applications and Information

For applications and additional information, please write or call:

School of Nursing

School of Nursing building, Room 104

Fairfield University

Fairfield, CT 06430-5195

Telephone: (203) 254-4150; Fax: (203) 254-4126; E-Mail: TVALIGA@FAIR1.FAIRFIELD.EDU

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

STUDENTS WITH DISABILITIES — It is Fairfield University's policy that no qualified disabled student shall, on the basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activities, or services. The University provides support services and arranges reasonable accommodations for disabled students. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and student support services. The University may require documentation of learning disability.

SCHOOL OF NURSING GRADUATE PROGRAM ADVANCED PRACTICE NURSING

Master of Science in
Family Nurse Practice
and
Psychiatric Nurse Practice
and the
Post-Master's Certificate Program



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Welcome to the School of Nursing

The decision to pursue graduate education in Nursing is an exciting one and a challenging one. It has come about as a result of demonstrated academic excellence, careful thinking about one's professional goals and personal strengths and interests, and thoughtful analysis of the changes and directions in health care and health care delivery that are anticipated for the 21st century.

The Graduate Nursing Program at Fairfield University is an excellent one that prepares students for the 21st century by enabling them to pursue a career in primary care, either as a Family Nurse Practitioner or as a Psychiatric Nurse Practitioner. Graduates of our program have been successful on the certification examination in their specialty area, and their contributions to the field in their chosen areas of work have been applauded and welcomed. The School of Nursing is proud of all that they have accomplished.

Through a well-constructed series of core and specialty courses, students in the program study the state of nursing science and undertake research projects to contribute to the development of that science. Thus, one of the major foci of the program is that of **scholarship**, a hallmark of advanced education.

Another major focus throughout the program is the development of students as leaders in the field. From the initial course on role implementation and role development through the culminating course in **leadership** and health policy, students are helped to examine and develop their own abilities as leaders in Nursing and find ways to exercise that leadership so that patients, families and communities, as well as the field itself, benefit.

Finally, of course, the program focuses on the development of knowledge and skills in the chosen primary care role. Assessment, clinical decision-making and interdisciplinary collaboration skills are developed through laboratory experiences and several clinical practica, which are carried out under the direction of qualified preceptors. This **practice** component is the heart of the program, as it helps students evolve as confident, capable primary care practitioners.

The School of Nursing at Fairfield University is proud of its Jesuit mission of service to the poor and underserved, and students in the graduate program have many opportunities to care for multicultural, vulnerable populations. The School's Health Promotion Center in Bridgeport serves as a site for the delivery of care to the city's poor, disenfranchised and underserved, and graduate students — with students in the undergraduate program — may have clinical experiences at this site.

The success of a program depends, in large part, on the quality and dedication of the faculty and the support of the larger University community. Fairfield's Graduate Nursing Program enjoys both an excellent faculty and a climate of support and encouragement. Students in the program have the opportunity to work closely with faculty who, themselves, are practitioners, scholars and leaders, thereby benefiting from their experience and expertise.

The faculty of the School of Nursing at Fairfield University is proud to share more specific information about our graduate program with you through this catalogue. We invite you to talk with faculty, students and alumni about the program, and we wish you much success in all your professional endeavors.



A handwritten signature in dark ink that reads "Theresa M. Valiga". The signature is fluid and cursive, with a large, stylized 'V' at the end.

Theresa M. Valiga, Ed.D., R.N.
Dean, School of Nursing

The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. Its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, evaluate knowledge, identify issues, use appropriate methods of reasoning, and convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of





all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

The School of Nursing Philosophy

The philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth and justice. This statement addresses basic tenets held by the faculty for baccalaureate and graduate nursing education. Concepts central to individuals, health, nursing, education and practice are defined and placed in the context of rapid technological and demographic change which interacts with a health care system that is moving from hospital to community settings.

The faculty believes that individuals are biological, psychological, social and spiritual beings who are unique members of families and a larger social system. The interaction and communication of individuals within these systems impact upon health, harmony and well-being. Individuals are capable of autonomy in self care and respond to changes through a process unique to that person. Situational and developmental change represent transitional points in the life cycle which may result in disharmony and/or an opportunity for growth that impacts health and well-being.

The School of Nursing acknowledges that health and social issues are interactive, and a strong liberal arts core curriculum must provide students with the theoretical background to address that association. Societal values, structures and beliefs influence the health and well-being of the nation. A safe environment and universal access to quality health care is the right of all people. Professional nursing organizations exert a social and political force by actively seeking justice and quality health care.

Health is a dynamic state of physical, mental and emotional harmony which permits the individual to affirm and pursue one's own life goals. Alterations from health are on a trajectory from wellness to illness, with many variables affecting the quality of life along that continuum. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth which then extends to the respect and caring for others. When recovery from illness is not possible, death is viewed as the final stage of life and an opportunity for further growth while compassionate support is provided.



The faculty of the School of Nursing believes that nursing educators have the responsibility to promote caring for one another in a manner which permits intellectual, emotional and spiritual growth. Within this context, faculty strive to facilitate students' development in an environment conducive to critical thinking and ethical decision making. Technological expertise is a prerequisite for the delivery of safe, quality health care. An atmosphere conducive to academic excellence is best facilitated in a climate of mentorship, mutuality and support. Teaching strategies encourage autonomy, active involvement, leadership, problem solving, reflection, self awareness, and advocacy, all of which are central to professional nursing.

A diversity of educational programs enrich the School of Nursing as well as the University. The traditional baccalaureate curriculum, a registered nurse degree completion program, and an accelerated curriculum option for college graduates reflect the faculty view that there are multiple routes to professional nursing practice. In addition, a two-track master's degree program prepares nurses for advanced nursing practice in family primary health care or psychiatric primary health care.

The baccalaureate program prepares students for professional nursing, and has as its focus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context. The nursing process provides a vehicle to address the health care needs of clients. The faculty believes that professional nurses incorporate caring and holism to help clients attain a higher degree of harmony between the mind, body and spirit which facilitates self healing. Nursing fosters caring and nurturing, with responsibility for one another a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice.

The graduate program provides professional nurses with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice, with emphasis on comprehensive health care toward client empowerment. The advanced practice nurse analyzes data generated through clinical practice and the study of the health-illness continuum as it relates to health policy, patterns of health



care delivery, and allocation of health care resources. Students and faculty collaborate in the development of innovative solutions to health care problems in order to serve as client advocates who influence decision making and bring about change through leadership that improves the health and quality of life for all members of society. Thus, graduate education fosters self-esteem, creative and critical thought, independence, accountability, enhancement of problem-solving skills, and refined clinical judgment.

Because society is rich with diverse religions, ethnic and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different than their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences. These beliefs are consistent with the value-oriented curriculum of Fairfield University which encourages a commitment to social responsibility, justice and truth. The School of Nursing brings these ideals to fruition through the education of students in professional nursing practice.

The University

Fairfield University, founded in 1942, became the 26th institution of higher learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, School of Business, School of Nursing, Graduate School of Education and Allied Professions, School of Continuing Education, and BEI School of Engineering.

Located in America's "academic corridor" — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters and cinemas, restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

The University's buildings are modern and well-suited to the needs of its students. Some of the outstanding buildings are the Bannow Science Center; Nyselius Library; Recreational Complex; Donnarumma Hall; Canisius Hall; Regina A. Quick Center for the Arts, with a 741-seat theater, a smaller experimental theater, and art gallery; and Egan Chapel of St. Ignatius Loyola.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The State of Connecticut Department of Education has approved the advanced practice nursing graduate program leading to certification by the American Nurses Credential Center as a Family Nurse Practitioner or a Clinical Specialist in Adult Psychiatric Mental Health Nursing.

The Baccalaureate program in the School of Nursing is accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing. The master's program is up for initial accreditation by the NLN in the fall of 1997.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.



A Message to Students From the Director

As we enter the next millennium, the challenges for the nursing profession are numerous. How will we provide quality yet cost effective care in the 21st century? The history of nursing is replete with those who made a difference and helped to shape health care and influence policy. The faculty at Fairfield University School of Nursing is proud of its heritage and has developed a program which prepares nurses for a leadership role and to meet the challenges of the future.

Our advanced practice graduate program is innovative and based on holistic nursing, that is, physical, psychological and spiritual dimensions are integrated into care. Consistent with holism, complementary modalities of healing are taught as well as more traditional models of care.

The School of Nursing graduate program has two tracks, Family Nurse Practice and Psychiatric Nurse Practice. Both tracks require a minimum of 500 hours of supervised clinical experience. Students work with individuals, families and groups to provide primary care. Primary care, initiated at a client's first point of contact with the health care system, is the continuous and comprehensive promotion of health, prevention of illness, maintenance of health, management or referral of mental and physical problems, and diagnosis and treatment of illness.

Our small classes, faculty mentorship, state-of-the-art computer capabilities, evening classes and excellent preceptors provide students with a quality and supportive environment. Graduates from our program have assumed leadership positions in advanced practice nursing in the community. Some have started their own private practice, serving as consultants to managed care agencies or corporations, developing programs, and practicing primary care in interdisciplinary groups.

As the Director of the Graduate Program in Nursing, I welcome you and look forward to meeting with you the exciting challenges and opportunities for nursing into the 21st century.



Kathleen Wheeler, Ph.D., APRN
Director, Graduate Nursing Program

School of Nursing Calendar 1997-98

Fall Semester 1997

August 1-September 2	Mail and walk-in registration (Mondays through Fridays)
September 2	Orientation for new students (4:30 p.m.)
September 2-3	Walk-in advisement and registration
September 3	Classes begin
September 8	Multicultural Convocation (1:15 p.m.)
September 10-16	Late registration (9 a.m.-4:30 p.m.)
September 15	School of Nursing Convocation (6 p.m.)
October 1	Deadline for submission of spring practica applications
October 13	Holiday, Columbus Day — No classes
October 17	Last day to apply for January graduation
November 26-30	Thanksgiving recess
December 1-5	Advisement and registration with advisors (see posted hours)
December 1	Deadline for spring admission
December 18	Last class day

Spring Semester 1998

December 8-January 9	Mail and walk-in registration (Mondays through Fridays)
January 15	Classes begin
January 19	Holiday, Martin Luther King's Birthday — No classes
January 20-26	Late registration (9 a.m.-4:30 p.m.)
February 1	Deadline for submission of summer and fall practica applications
February 6	Last day to apply for May graduation
February 16	Holiday, President's Day — No classes
March 1	Deadline for summer admission
March 16-20	Spring recess
April 10-20	Easter recess
April 27-May 1	Advisement and registration for summer and fall with advisors (see posted hours)
May 1	Deadline for fall admission
May 7	Last class day
May 17	Commencement

Summer Session 1998

Schedule to be announced.

May 18	Summer classes begin
July 10	Last day to apply for August graduation

Admission Requirements

Individuals may apply to the Graduate Program in Nursing to pursue a master's degree or post-master's certificate in the Family Nurse Practitioner or Psychiatric Nurse Practitioner track. Applicants for a master's degree must hold a bachelor's degree in nursing from a National League for Nursing-accredited school. Applicants who have a non-nursing bachelor's degree will be considered on an individual basis and may be required to complete selected undergraduate courses in order to be eligible for admission to the MSN program. An applicant must be a registered nurse, licensed to practice in the State of Connecticut with a current registration, or have a professional nursing license to practice in one of the states in the U.S., with eligibility for licensure in Connecticut. A minimum of one year of full-time clinical nursing experience is preferred. Applicants for the post-master's certificate must hold a master's degree in nursing from a National League for Nursing-accredited school and have earned a GPA of 3.0 or higher in that program.

Prerequisites include undergraduate courses in Statistics (including Descriptive and Inferential), and Abnormal Psychology (for the Psychiatric Nurse Practitioner track only).

International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and a course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 is required for admission to the graduate program.

Application Procedure

Students seeking admission must complete the following procedure:

1. Submit a completed application form.
2. Submit a non-refundable application fee of \$50.
3. Submit official transcripts from all universities attended.
4. Submit two letters of recommendation, one of which

should be from a current nursing supervisor or professor.

5. Submit results of the Miller Analogies Test or Graduate Record Exam.
6. Submit a copy of your current registration as a registered nurse in the State of Connecticut.
7. Arrange for an interview with a faculty member teaching in the Graduate Nursing Program.

Miller Analogies Test (MAT)

The Miller Analogies Test (MAT) is administered locally at the University of Bridgeport. The test is given three times a year, including once during summer. The fee is \$38. Contact Joanne D'Agostino at (203) 576-4028 or 576-4192.

Graduate Record Exam (GRE)

For information on the Graduate Record Exam (GRE), call (609) 771-7670 (Princeton, NJ). This test is given only at designated sites and only on specified dates. The fees for the GRE are \$80 for the paper and pencil test, and \$96 for the computer test.

Deadlines

All application materials must be on file and interviews completed by the following dates: May 1 for fall admission (full- or part-time students); December 1 for spring admission (part-time only); and March 1 for summer admission (part-time only).

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Status Student for one semester pending receipt and disposition of application materials.

Special Status Students

Students not seeking a degree or certificate may enroll and earn up to nine credits by completing the following procedure:

1. Submit a completed application form.
2. Submit a non-refundable application fee of \$50.

Special Status Students may request permission to extend their status beyond nine credits. This will require the submission of all former academic records but will not affect the nine credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date. Beyond nine credits, Special Status Students must apply for admission to the graduate program prior to enrolling for additional credits.



Readmission

All students who interrupt their education for more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Program Director at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, it will be necessary to submit a new application for admission to the graduate program. A review of past work will determine the terms of readmission.

Advisement

All students are assigned a faculty advisor. Students must meet with their advisors during their first semester of enrollment to plan a program of study. The advisor must be consulted each semester regarding course selection.

Information about certification requirements may be obtained from faculty advisors.

Non-Degree Students

Applicants who hold master's degrees and who are interested in taking courses for professional and personal continuing education may be admitted as Non-Degree students. Courses taken under this status may not be considered toward fulfillment of degree requirements.

For an application and additional information, contact the School of Nursing Graduate Program at Fairfield University, North Benson Rd., Fairfield, Conn., 06430-5195; telephone (203) 254-4150; and fax (203) 254-4126.

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisor to adjust their course load. If the overall average is again below 3.0 at the end of that semester, the student may be dismissed.

Continuation in the Post-Master's Program requires performance above the minimum academic level in courses and practice, and the recommendation of the area faculty.

Transfer of Credit and Waivers

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. The grade received for the work may not be less than B. As many as six credits may be transferred upon approval by the Program Director. No clinical courses are accepted for transfer.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Director before registering for such courses.

Academic Regulations

General Regulations for Degrees

Students are to complete all requirements for a degree and file an application for graduation within a period of five years from the date of enrollment in the first course completed for credit toward the degree. Students should follow the procedures and course requirements described in the general catalogue in effect on the date on which they are formally admitted to their degree program. The catalogue year runs from September 1 to August 31. If education is interrupted, a student must apply for readmission. See "Readmission" on page 13.

ANA Certification

The MSN degree fulfills the academic requirements toward certification by the American Nurses Association. The ANCC (American Nurses Credentialing Center) offers an examination in order to receive certification as a Family Nurse Practitioner for those who have completed the Family Nurse Practitioner track and certification as a Clinical Specialist in Adult Psychiatric Mental Health Nursing for those who have completed the Psychiatric Nurse Practitioner track. Those completing the Family Nurse Practitioner track are eligible to apply to ANCC to take the exam immediately after graduation. The ANCC requires additional hours of supervision and patient contact in order to apply to take the exam toward certification as a Clinical Specialist in Adult Psychiatric Mental Health Nursing. A total of 100 hours of supervision and 800 hours of patient contact are required. Psychiatric Nurse Practitioner students receive a minimum of 50 hours of supervision and 400 hours of patient contact during the practica courses which can be used to partially fulfill this requirement.

Students who already have a master in nursing and complete the Post-Master's Certification Program are also eligible to take the ANCC examination in their respective specialties.

Certification as a Family Nurse Practitioner or a Clinical Specialist in Psychiatric Nursing provides the necessary credentials in order to apply for and receive an Advanced Practice Nursing License (APRN) in the State of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement.

Complete details and an application form from ANCC may be requested by calling 800-284-2378.

Applications for and Awarding of Degrees

All students must file an application for the master's degree and the post-master's certificate in the Dean's office. If all degree requirements except for three credits have been completed, the student may participate in the commencement ceremony. However, the student's name will not be read by the Dean nor will the name be printed in the official commencement booklet. Students who wish to participate must also submit an application for the degree and a written request to the Dean's office.

Refer to the graduate school calendar for the deadline for degree application.

Degrees and post-master's certificates will be awarded each August, January and May. All students are invited to attend the annual commencement exercises in May.

Academic Load

A full-time student will carry nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of nine credits.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission To Audit form, available at the Dean's office, must be completed and presented at registration during the regular registration period. No record of class attendance, participation or grades will be kept. The tuition for audit is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation; in this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only within the first four classes and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal with the Independent Study Application Form, which is available in the Dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Grades

The work of each graduate student is graded on the following basis:

A	Excellent	4.00 quality points
A-		3.67 quality points
B+		3.33 quality points
B	Good	3.00 quality points
B-		2.67 quality points
C+		2.33 quality points
C	Fair	2.00 quality points
C-		1.67 quality points
P	Pass	
F	Fail	0.00 quality points
I	Incomplete	
W	Withdrawal without penalty	

Incomplete grades automatically become failures if the missing work is not completed within 30 days after the beginning of the next regular semester. A student who elects to withdraw from a course must do so in writing to the Dean. The minimum passing grade for courses is a B-. A student who earns less than a B- in the same nursing course twice or who earns less than a B- in a third nursing course will not be allowed to continue in the program.

Tuition and Fees

The schedule of tuition and fees follows:

Application for matriculation (not refundable)	\$50
Registration per semester	\$20
Tuition per credit	\$340
Late registration	\$50
Change of course	\$10
Transcript	\$4
Commencement fee (Required of all degree recipients)	\$90
Lab fee	\$45
Materials fee	\$15-50
Audit fee (per 3 credit course)	\$510
Promissory note fee	\$25
Practicum Fees (each)	\$25
Thesis Advisement (NSAA)	\$300

The trustees of the university reserve the right to change tuition rates and to make additional charges whenever they believe it necessary.

Full payment of tuition and fees or authorization for billing a company must accompany registration. Payments may be made in the form of cash (in-person only), check, money order, MasterCard, VISA or American Express. All checks are payable to Fairfield University.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the university have been met.

Deferred Payment

During the fall and spring semesters, students deemed eligible may defer payment on their tuition as follows:

For students taking less than six credits — at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to the semester.

For students taking six credits or more — at the time of registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many agencies pay their employee's tuition. Students should check with their employers.

If they are eligible for reimbursement, students must submit, at in-person registration, a letter on company letterhead stating approval of the course registration and the terms of payment. The terms of this letter, upon approval of the Office of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration. Students will be required to sign a promissory note which requires a \$25 processing fee. The note states that an outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration by either a MasterCard, VISA or American Express credit card. If the company offers less than 100% reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Nurse traineeships and other scholarships are also available. Students are encouraged to talk with the Program Director regarding applications.

Refund of Tuition

All requests for tuition refunds are handled through the Bursar's Office (fees are not refundable). The request must be made in writing, and all refunds will be made based on the date the notice is received or, if mailed, on the postmarked date, according to the schedule outlined below. Refunds of tuition charged on MasterCard, VISA or American Express must be applied as a credit to your charge card account.

	Amount Refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

Refunds take 4-6 weeks to process.

NOTE: If federal or state aid is utilized, the refund amount may be less than the above percentages.

Transcripts

Graduate transcript requests should be made in writing to the Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the university seal are sent directly by the university. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

General Information

Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

Graduate

500-599	Graduate courses
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Withdrawal

Students who wish to withdraw from a single course, all courses, or the school must submit a written statement of their intention to the Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

Financial Aid

Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed unsubsidized.

When a loan is subsidized, the federal government pays the interest for the borrowers as long as they remain enrolled at least on a half-time basis, and for a six month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

Students must complete the Free Application for Federal Student Aid (FAFSA) and submit it to the federal aid processing center.

Following submission of the FAFSA, the student will receive a Federal Student Aid Report (SAR) which should be submitted to the Office of Financial Aid along with a Fairfield University application for financial aid. Students should complete and sign the certification section of the SAR before sending it to the University.

Students applying for financial aid at Fairfield University for the first time must request a Financial Aid Transcript from the financial aid offices at all colleges previously attended, regardless of whether aid was received while in attendance.

Students must obtain a Federal Stafford Loan application from the lender of their choice. Students who have borrowed previously should borrow from their prior lender. First-time borrowers may request an application from the Office of Financial Aid. The completed application must be returned to the Office of Financial Aid for processing.

Approved loans will be disbursed in two installments and checks will be forwarded directly to the Office of the Bursar. The lender will deduct a total of 4% from the disbursements for origination and insurance fees. The Office of the Bursar will request that students endorse checks once they are received.

Family Education Loan Program (FELP)

Loans to assist graduate and professional students pay the cost of attending the university. Repayment begins 30 to 60 days after the loan is disbursed at a fixed rate of 8.1%. Interest-only payments are required while the student is in school. Loans are available from \$2,000 to \$20,000 per academic year.

To apply, contact the Connecticut Higher Education Supplemental Loan Authority at 1-800-252-FELP in Connecticut or 1-203-522-0766 from out of state.

Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition reimbursement plan for their employees. Students should check with their employers about policies and procedures which apply to degree studies (Also see Tuition and Fee section on page 14 for university policy).

Professional Nurse Traineeships

A limited number of Professional Nurse Traineeships, made possible through federal legislation, are available through the School of Nursing. These funds are awarded to universities on a competitive basis by the Division of Nursing of the U.S. Public Health Service, and they provide tuition and fees for full-time students.

Other Scholarships/Loans

Private scholarships are available through employers, local industries, alumni associations and professional nursing or professional women's associations. In addition, the following associations are known to offer competitive scholarships and/or loans for graduate study:

American Association of University Women, 1111 16th Street NW, Washington, DC 20036;

Business and Professional Women's Foundation, 2012 Massachusetts Avenue NW, Washington, DC 20036;

Clairol Loving Care Scholarship Program, 345 Park Avenue, New York, NY 10022;

General Federation of Women's Clubs, 1734 N Street NW, Washington, DC 20036;

National Health Service Corps, 2070 Chain Bridge Road, Suite 450, Vienna, VA 22182, 800-221-9393;

Nurses' Educational Fund, 555 West 57th Street, New York, NY 10019;

Primary Care Education Program (PRIME), Karen Verrinder RNC, MPA, Department of Veterans Affairs, VA Connecticut Healthcare System, 950 Campbell Avenue, West Haven, CT 06516;

Sigma Theta Tau, International, 550 West North Street, Indianapolis, IN 46202;

Soroptimist International, 1616 Walnut Street, Philadelphia, PA 19103;

Stefano Frigo Mental Health Grant, Mental Health Association of Connecticut, Inc., 20-30 Beaver Road, Wethersfield, CT 06109; and

The Scholarship Committee, Office of Alumni Relations, Alumni House at Southwell Hall, Fairfield University, Fairfield, CT 06430-7524.

Several source books which list scholarships and fellowships awarded through private organizations may be available through your library: *The College Blue Book Scholarships; Fellowships, Grants and Loans; Directory of Financial Aid for Women; The Grants Register; and Scholarships, Fellowships and Loans*. You also may obtain an information packet on scholarships by sending \$1 to Scholarship Search, 1775 Broadway, Suite 627R, New York, NY 10019, or writing to Peterson's, P.O. Box 2123, Princeton, NJ 08543-2123 for a copy of *Financial Aid for Graduate & Professional Education*. The following book is available from the National League for Nursing (1-800-NOW-9NLN, X138) for \$14.95: *Scholarships and Loans for Nursing Education*.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The Registrar's office will complete and submit the certification form.

Alumni Association Graduate School Grant

The Fairfield University Alumni Association, recognizing the value of graduate education and the financial needs of students pursuing an advanced degree, has established a grant. This grant will be awarded annually to a matriculated graduate student.

The scholarship is based on need and academic achievement. To be eligible for the grant, candidates must have completed a minimum of 12 graduate credits. The grant is awarded for the spring semester and covers the cost of one three-credit course. All students who wish to be considered for this grant should complete the Free Application for Federal Student Aid (FAFSA) and submit the form to the federal processing center by the University deadlines listed in the catalog. For more information, please call the Office of Financial Aid at (203) 254-4125.

Library

The Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include more than 280,000 bound volumes, 1,800 journals and newspapers, 10,000 audiovisual items, and the equivalent of 63,000 volumes in microform. The reference collection is selective, but wide-ranging and current. The stacks are open to all students, and there is study space at individual carrels for more than 600 students.

The library has an automated inventory system and online catalogue which provides author, title, subject and keyword access to all its books, journals and audiovisual materials. The library also has a CD-ROM local area network that provides access for several simultaneous users to more than 14 major databases, and provides online access to the full text of some journals and resources on the Internet and World Wide Web. Other electronic resources include computer terminals on the upper and lower levels of the library to access services connected to the university's main-frame computer. Students with computing accounts may access e-mail, vax notes, the Internet, and other services.

The library staff also offers a growing number of instructional programs on topics such as how to conduct research and how to make effective use of the Internet.

The library contains group study rooms, photocopiers, readers and reader-printers for microforms, and audiovisual hardware and software. The Campus Television Network can be viewed on sets located in the library's Media Department, where video viewing carts also are located. Typewriters for use in the typing room can be borrowed at the circulation desk for a nominal fee. To borrow library materials, students must present a university ID card and register at the circulation desk.

During the semester, the library is open Monday to Thursday, 8 a.m. to midnight; Friday, 8 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight. For information regarding hours of operation during holidays and class intersessions, contact the library at 203-254-4044.

Learning Resource Center: Computer Laboratory

Nursing students are given priority in the Learning Resource Center: Computer Lab, located in the School of Nursing room 219, where there is a variety of instructional software for the health care profession. Software applications include two statistical packages (Ethnograph and SPSS), as well as a variety of clinical programs covering many aspects of nursing.

The equipment includes 13 IBM DX value point machines and two interactive video work stations. These are connected to the mainframe and Internet via fiber. Microsoft Word, Microsoft Excel, and WordPerfect are available on the Window NT network. Printing facilities include an HP4 laser printer and one dot matrix printer.

A wide variety of health care instructional half-inch videos for the graduate and undergraduate health care provider and a selection of audiotapes are available to loan. Four video stations are available in the learning lab to preview film on site. Available for viewing in the LRC computer lab are a variety of interactive video programs designed to facilitate a non-traditional approach to learning through multimedia where users are not just passive observers, but participants with the program in real-life situations.

The computer lab is open Sunday, 1 p.m. to 11 p.m., and Monday to Wednesday, 6 p.m. to 11 p.m. For more information about the lab or hours of operation, call (203) 254-4000, extension 2626.

Campus Ministry/ Community Service

The Campus Ministry Team is composed of four Jesuits and two laywomen. The members of the ministry team provide counseling and spiritual direction, foster prayer life, coordinate interfaith and ecumenical religious events, conduct liturgies and retreats, and organize student-led ministries, community service and international mission opportunities. The ministers are available at anytime for students's needs and can be reached at the Pedro Arrupe, S.J. Campus Ministry Center.

Harassment/Discrimination

Fairfield University recognizes and supports the inherent dignity of all people. Therefore, the university condemns any discrimination against the rights of others. The School of Nursing will not condone any environment that is hostile to the learner.

Housing

A limited number of residence units on campus have been reserved for graduate students. If you are interested in living on campus, contact Residence Life as soon as possible at (203) 254-4215 for more information.

Off-campus housing for graduate students can be arranged on an individual basis through Residence Life.

Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the university by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Department Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures similar to those in the Faculty Handbook.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only university official empowered to change that grade, and then only at the recommendation of the committee or panel.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Dean's Office. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.

- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

The Barone Campus Center

The Barone Campus Center is the social focal point for all sectors of the university community. The center is open 24 hours Sunday-Thursday; Fridays and Saturdays 7 a.m. to midnight.

Included in the Barone Campus Center facilities are: the bookstore (open Monday-Thursday, 8 a.m.-7 p.m.; Friday, 8 a.m.-5 p.m.; Saturday and Sunday, 11 a.m.-4 p.m., and open for extended hours for the first two weeks of each semester, telephone 254-4262), game room, mail room (open Monday-Friday, 9:30 a.m.-3:55 p.m.), ride boards and weekly activities bulletin. For more information, call the Barone Campus Center Information Desk from 9 a.m. -9 p.m., (203) 254-4222, or ext. 4222.

Recreational Complex

The Recreational Complex is a multi-purpose facility with a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball and jogging; enclosed courts that can be used for handball and racquetball; two exercise rooms; a multi-purpose room that can be used for modern dance, gymnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Barone Campus Center, ext. 4222.

Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours year-round. Violations of university regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

Parking

All vehicles must display a valid vehicle registration decal and be parked properly in designated areas. Vehicle registration may be obtained in the Security Department by providing a current University I.D. and the vehicle's registration.

Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official campus or state handicapped permit. A pamphlet explaining traffic and parking regulations in detail is available at Security.

The annual registration fee is \$60; to register a vehicle for one week costs \$10. Free day passes will be issued on a limited basis. Freshman resident students are **not permitted** to have vehicles on campus.

The School of Nursing Graduate Program

The course of studies leads to a master of science degree (MSN) and fulfills academic requirements toward certification as a Family Nurse Practitioner or Clinical Specialist in Psychiatric Mental Health Nursing. This program has been specifically developed to accommodate the needs of adult learners and students with full-time work schedules. Faculty encourage students to utilize and build upon past education and experiences. The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. The goal of the graduate program is to prepare advanced practice nurses who can assume responsibility for providing quality primary health care services to all members of our community, with an emphasis on meeting the unique health care needs of multiculturally diverse and underserved populations.

The master's program requires 45 course credits for completion. All students take seven core courses (21 credits) which address advanced practice nursing, research, holistic nursing, family and nursing theories, and health policy. Early in the course of study, students are helped to identify an area of interest for the research project. Throughout the program, every effort is made to accommodate this area of interest in the completion of course assignments. Students are expected to implement their research proposal and complete a written, scholarly report of the project prior to graduation. The remaining 24 credits, specific to either the family nurse practitioner or the psychiatric nurse practitioner, provide opportunities to apply critical thinking in the identification and clinical management of risks and health problems. Clinical experiences in a variety of agencies in surrounding communities allow for synthesis of clinical judgment, assessment and diagnostic skills, and theory.

The full-time program requires two academic years and the interim summer for completion. The full-time program begins in the fall semester; however, students are admitted year round, including summers, for part-time study.

A 24- to 27-credit Post-Master's Certificate Program is available for Family Nurse Practitioner or Clinical Specialist in Adult Psychiatric Mental Health Nursing preparation. This option is open to individuals who already hold a master's degree in nursing.

Graduate Program Objectives

1. Conduct a comprehensive health assessment of individuals and families in order to diagnose health and developmental problems and associated risk factors.
2. Demonstrate sound critical thinking and accountability in clinical decision making for advanced practice nursing.
3. Provide primary health care to individuals and families that addresses the prevention and treatment of illness, and the promotion and restoration of health.
4. Integrate a sensitivity to cultural diversity and the unique characteristics of the individual, family and community in the development and implementation of a plan of care.
5. Utilize theory and research from nursing and related disciplines to formulate nursing intervention strategies, initiate change, improve practice, and influence health care policy.
6. Communicate effectively with others in order to provide comprehensive individual and family primary health care services.
7. Negotiate a role within the health care delivery system that provides for collaboration, interdependence and a professional identity as an advanced practice nurse.
8. Use an ethical framework to analyze personal values, resolve ethical dilemmas in advanced practice, and serve as an advocate for individuals and families.
9. Contribute to the body of nursing knowledge through the conduct or systematic use of research.
10. Assume a leadership role within the health care system to influence local, regional and national policies that impact the profession of nursing, the advanced practice nursing role, access to primary health care services, and health care delivery.



Thesis

All students must complete a thesis in order to graduate from the MSN program. Students conduct a concept analysis in an area of interest in NS 502. This topic is developed into a clinical research study for NS 503. This can be a replication of a previous study and may be descriptive, quasi-experimental or experimental in design. Proposal completion is required to complete NS 503.

Students select a project sponsor (thesis advisor) from a list of faculty available to do thesis advisement. The sponsor is selected based on content expertise in the area of study. A second reader is also selected by the student. The student then files a Contract Regarding Research Project, which is signed by both the sponsor and the second reader before the completion of NS 503. This form is submitted to the faculty teaching the research course and then filed in the student's docket. If students wish to change their sponsor or second reader during the course of their graduate studies, a letter explaining the request must be submitted to the Director of the Graduate Program for approval. A new form with the requisite signatures is submitted by the student and filed in the student's docket.

Project sponsors hold seminars over the course of the semester the student is enrolled in NS 503 with the aim to assist the student in developing a problem statement, selecting an appropriate design and overall proposal development. Students also submit a copy of

their completed proposal to their second reader and sponsor for feedback at least one month prior to the last day of the semester in which they are enrolled in NS 503. The proposal is given a letter grade by the faculty teaching the research course.

The sponsor is responsible for approval of the final draft of the proposal and certifies that satisfactory completion of suggested revisions have been done and also insures that the student has submitted the proposal to the Fairfield University Human Subjects Review Committee and has been approved by this body prior to data collection. A copy of the form Thesis Approval with the sponsor's signature is then filed in the student's docket along with the Human Subject Approval form. The proposal must conform to the proposal outline required by the research faculty and be in APA style with all appendices, references and figures.

Students register for NS 599 (and pay the accompanying fee) during each fall and spring semester, following completion of NS 503, until the project is completed. If students wish to work on their projects during a summer term and the sponsor agrees to be available for advisement, the student must register for NS 599 that summer. The completed thesis is reviewed and approved by the sponsor and second reader. The Approval form is filed in the student's docket at least one month prior to graduation. Two copies of the bound completed thesis are submitted to the project sponsor.

Curriculum

Requirements for the

Full-Time Family Nurse Practitioner Track

FIRST YEAR

Fall Semester (9 credits)

- NS 500 Advanced Practice Nursing in the Community (3)
 NS 501 Holistic Nursing Practice (3)
 NS 502 Development of Nursing Science (3)

Spring Semester (6 credits)

- NS 503 Nursing Research (3)
 NS 504 Health Assessment (3)
 NS 540 Pathophysiology (3)

Summer Term (9 credits)

- NS 541 Pharmacology (3)
 NS 542 Primary Care of Adults (3)
 NS 543 Practicum in Primary Care of Adults (3)
-

SECOND YEAR

Fall Semester (10 credits)

- NS 544 Primary Care of Women and Children (3)
 NS 545 Practicum in Primary Care of Women (2)
 NS 546 Practicum in Primary Care of Children (2)
 NS 550 Introduction to Marriage and Family Therapy (3)
 NS 599 Research Project Advisement (0)

Spring Semester (8 credits)

- NS 505 Health Policy and Nursing Leadership (3)
 NS 547 Primary Care of Special Populations (2)
 NS 548 Practicum in Primary Care of Special Populations (3)
 NS 599 Research Project Advisement (0)

Requirements for the

Full-Time Psychiatric Nurse Practitioner Track

FIRST YEAR

Fall Semester (9 credits)

- NS 500 Advanced Practice Nursing in the Community (3)
 NS 501 Holistic Health Promotion (3)
 NS 502 Development of Nursing Science (3)

Spring Semester (9 credits)

- NS 503 Nursing Research (3)
 NS 504 Health Assessment (3)
 NS 550 Dynamics of Psychopathology (3)

Summer Term (9 credits)

- NS 551 Psychopharmacology (3)
 NS 552 Mental Health Nursing of Individuals (3)
 NS 553 Practicum in Mental Health Nursing of Individuals (3)
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SECOND YEAR

Fall Semester (9 credits)

- NS 554 Mental Health Nursing of Groups (3)
 NS 555 Practicum in Mental Health Nursing of Groups (3)
 FT 550 Introduction to Marriage and Family Therapy (3)
 NS 599 Research Project Advisement (0)

Spring Semester (9 credits)

- NS 505 Health Policy and Nursing Leadership (3)
 NS 556 Primary Care Mental Health Nursing (2)
 NS 557 Practicum in Primary Care Mental Health Nursing (4)
 NS 599 Research Project Advisement (0)

Requirements for the

Part-Time Family Nurse Practitioner Track

FIRST YEAR

Fall Semester (6 credits)

- NS 500 Advanced Practice Nursing in the Community (3)
NS 502 Development of Nursing Science (3)

Spring Semester (6 credits)

- NS 503 Nursing Research (3)
NS 504 Health Assessment (3)

Summer Term (3 credits)

- NS 541 Pharmacology (3)

SECOND YEAR

Fall Semester (6 credits)

- NS 501 Holistic Nursing Practice (3)
FT 550 Introduction to Marriage and Family Therapy (3)
NS 599 Research Project Advisement (0)

Spring Semester (6 credits)

- NS 540 Pathophysiology (3)
NS 542 Primary Care of Adults (3)
NS 599 Research Project Advisement (0)

Summer Term (3 credits)

- NS 543 Practicum in Primary Care of Adults (3)

THIRD YEAR

Fall Semester (7 credits)

- NS 544 Primary Care of Women and Children (3)
NS 545 Practicum in Primary Care of Women (2)
NS 546 Practicum in Primary Care of Children (2)
NS 599 Research Project Advisement (0)

Spring Semester (8 credits)

- NS 505 Health Policy and Nursing Leadership (3)
NS 547 Primary Care of Special Populations (2)
NS 548 Practicum in Primary Care of Special Populations (3)

Requirements for the

Part-Time Psychiatric Nurse Practitioner Track

FIRST YEAR

Fall Semester (6 credits)

- NS 500 Advanced Practice Nursing in the Community (3)
NS 502 Development of Nursing Science (3)

Spring Semester (6 credits)

- NS 503 Nursing Research (3)
NS 504 Health Assessment (3)

Summer Term (3 credits)

- NS 551 Psychopharmacology (3)

SECOND YEAR

Fall Semester (6 credits)

- NS 501 Holistic Health Promotion (3)
FT 550 Introduction to Marriage and Family Therapy (3)
NS 599 Research Project Advisement (0)

Spring Semester (3 credits)

- NS 550 Dynamics of Psychopathology (3)
NS 599 Research Project Advisement (0)

Summer Term (6 credits)

- NS 552 Mental Health Nursing of Individuals (3)
NS 553 Practicum in Mental Health Nursing of Individuals (3)

THIRD YEAR

Fall Semester (6 credits)

- NS 554 Mental Health Nursing of Groups (3)
NS 555 Practicum in Mental Health Nursing of Groups (3)
NS 599 Research Project Advisement (0)

Spring Semester (9 credits)

- NS 505 Health Policy and Nursing Leadership (3)
NS 556 Primary Care Mental Health Nursing (2)
NS 557 Practicum in Primary Care Mental Health Nursing (4)
NS 599 Research Project Advisement (0)

Requirements for the

Post-Master's Family Nurse Practitioner Track

FIRST YEAR

Spring Semester (6 credits)

- NS 504 Health Assessment (3)
NS 540 Pathophysiology (3)

Summer Term (9 credits)

- NS 541 Pharmacology (3)
NS 542 Primary Care of Adults (3)
NS 543 Practicum in Primary Care of Adults (3)

SECOND YEAR

Fall Semester (7 credits)

- NS 544 Primary Care of Women and Children (3)
NS 545 Practicum in Primary Care of Women (2)
NS 546 Practicum in Primary Care of Children (2)

Spring Semester (5 credits)

- NS 547 Primary Care of Special Populations (2)
NS 548 Practicum in Primary Care of Special Populations (3)

Requirements for the

Post-Master's Psychiatric Nurse Practitioner Track

FIRST YEAR

Spring Semester (6 credits)

- NS 504 Health Assessment (3)
NS 500 Dynamics of Psychopathology (3)

Summer Term (9 credits)

- NS 551 Psychopharmacology (3)
NS 552 Mental Health Nursing of Individuals (3)
NS 553 Practicum in Mental Health Nursing of Individuals (3)

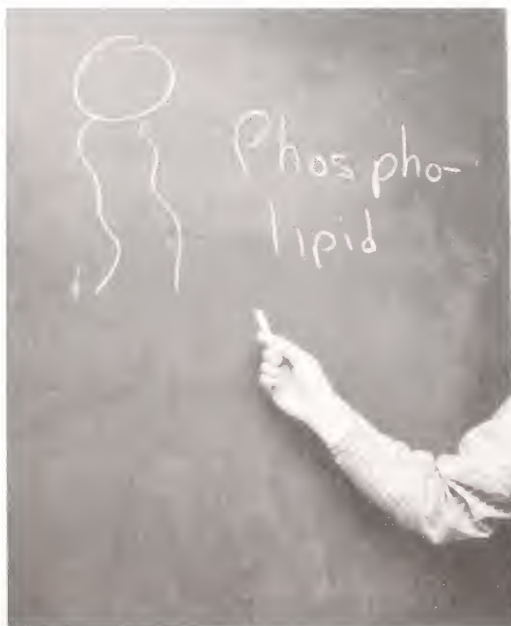
SECOND YEAR

Fall Semester (6 credits)

- NS 554 Mental Health Nursing of Groups (3)
NS 555 Practicum in Mental Health Nursing of Groups (3)

Spring Semester (6 credits)

- NS 556 Primary Care Mental Health Nursing (2)
NS 557 Practicum in Primary Care Mental Health Nursing (4)



Course Descriptions

NS 500 Advanced Practice Nursing in the Community

This course is an introduction to advanced practice nursing. The roles of advanced practice nurses are examined in depth, drawing on concepts derived from role and socialization theories and models. The evolution, issues and scope of advanced practice nursing are examined in the context of history, changes occurring in the health care delivery system, economics, politics, and sociocultural changes in society. The response of professional nursing, over time, to significant changes in the nation's health care needs and resources are analyzed with a focus on models of managed health care and nurses' roles as case managers. Community assessment is discussed as a basis for the appropriate development and implementation of advanced nursing practice roles and models that address the complex health care needs of individuals and families in an increasingly competitive and cost-conscious health care system. Current regulation, barriers, conflicts and issues impacting on advanced practice nursing are examined. The role of the advanced practice nurse in the community is discussed in light of current and potential changes in nursing education, health care needs of consumers, and the health care industry. *3 credits*

NS 501 Holistic Health Promotion

This course presents health promotion for the advanced practice nurse within a holistic health framework. Elements of holistic care and the interaction of mind/body on health are discussed within the context of the healing relationship with the primary care practitioner. Specific risk factors which lead to psychophysiological dysregulation are identified. Self-management strategies to empower the client and family to promote holistic health are explored, including therapeutic suggestion, contingency contracts, stress management, bereavement counseling, and alternative modalities of healing. Ethical and cultural issues as they relate to health promotion are addressed. Students participate in a weekly cognitive behavioral group designed to teach approaches and techniques for coping and stress management. *3 credits*

NS 502 Development of Nursing Science

This course provides a foundation for understanding the nature of science, the state of the art of nursing science, and the approaches to the development of a science. Students examine theory-research-practice connections, critique extant nursing models, and engage in concept analysis and synthesis. The concept analysis conducted by course participants serves as the foundation for the research proposal developed in NS 503. *3 credits*

NS 503 Nursing Research

This advanced nursing research course builds upon the student's knowledge gained in and concept analysis skills developed in NS 502. The course is designed to assist students in performing scholarly critiques of qualitative and quantitative nursing research studies and in developing a proposal for conducting research on or engaging in a research utilization project related to a clinical nursing problem. Prerequisite: NS 502. *3 credits*

NS 504 Health Assessment for Advanced Practice

This core course which includes a one 45-hour clinical credit focuses on the holistic and comprehensive health assessment of individuals and families across the lifespan. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history taking, advanced physical examination, and laboratory assessment. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced primary care nursing practice.

All students complete the course module in comprehensive health assessment. In addition, family nurse practitioner students develop advanced physical examination and laboratory assessment skills, and mental health nurse practitioner students develop advanced mental health assessment skills. All students participate in a practicum which provides opportunity to practice these skills. *3 credits*

NS 505 Health Policy and Nursing Leadership

This course is one of the culminating courses in the graduate program. It is designed to help students explore the development of health policy, the implications of health policy on advanced practice nursing, and the leadership strategies needed by advanced practice nurses to influence health policy. The course examines the political, economic, and ethical factors that affect health care delivery and the development of leadership in one self and others. Prerequisites: NS 547 and NS 548 or NS 556 and NS 557 or concurrent. *3 credits*

NS 540 Pathophysiology

The physiological basis of health and disease is discussed. The course focuses on the pathophysiological aspects of health problems commonly encountered in clinical practice, including those which can be altered by appropriate treatment and those which do not respond to intervention. *3 credits*

NS 541 Pharmacology for Advanced Practice

This course focuses on the pharmacotherapeutic principles of drugs most commonly used by nurse practitioners in primary care. Pertinent pathophysiology is reviewed, and emphasis is placed on drug therapy for agent selection, monitoring drug therapy, identifying and avoiding adverse drug reactions and interaction, as well as thorough patient counseling with regard to proper drug usage. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut. *3 credits*

NS 542 Primary Care of Adults

This course focuses on primary health care of the adult, particularly the assessment, diagnosis, treatment, management and evaluation of risk factors and problems commonly encountered by the advanced practice nurse in ambulatory primary health care. The identification and clinical management of abnormal findings generated from age-appropriate screening are addressed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. Prerequisites: NS 500, NS 501, NS 503, NS 504, NS 540, NS 541 or concurrent. Corequisite: NS 543. *3 credits*

NS 543 Practicum in Primary Care of Adults

This course, which includes 135 clinical hours, provides students with the opportunity to apply theoretical learning about the primary care of adults in an ambulatory primary care setting. Under the supervision of a nurse practitioner or licensed physician, students provide primary care to adult clients. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management and prevention of illness, the promotion of health, and interdisciplinary and collegial communication. Prerequisites: NS 500, NS 501, NS 502, NS 503, NS 504, NS 540, NS 541 or concurrent. Corequisite: NS 542. *3 credits*

NS 544 Primary Care of Women and Children

This course focuses on primary care of women and children, particularly health assessment, screening and health promotion strategies that are most relevant to these populations. The assessment, diagnosis, treatment and management of common primary care problems of women and children encountered in the ambulatory primary care setting are addressed. Consideration is given to the unique needs of culturally diverse patients and families. Prerequisites: NS 542, NS 543, FT 550 or concurrent. Corequisites: NS 545 and NS 546. *3 credits*

NS 545 Practicum in Primary Care of Women

This course, which includes 90 clinical hours, provides students with the opportunity to deliver primary care services to women of all ages in a variety of ambulatory settings, under the supervision of a nurse practitioner, certified nurse midwife or licensed physician. Clinical conferences provide opportunities for students to share experiences encountered in the practicum as they relate to the diagnosis, treatment, management and prevention of illness, health promotion, risk assessment, and interdisciplinary and collegial communication. Prerequisites: NS 542, NS 543, FT 550 or concurrent. Corequisite: NS 546. *2 credits*

NS 546 Practicum in Primary Care of Children

This course, which includes 90 clinical hours, provides students with the opportunity to deliver primary care services to children and adolescents in a variety of ambulatory settings under the supervision of a nurse practitioner or licensed physician. Clinical conferences provide opportunities for students to share experiences encountered in the clinical practicum as they relate to the diagnosis, treatment, management and prevention of illness, promotion of health, risk assessment, and interdisciplinary and collegial communication. Prerequisites: NS 544 or concurrent, FT 550. Corequisite: NS 545.

2 credits

NS 547 Primary Care of Special Populations

This course is designed to help students integrate learning experiences in the final specialization course of the FNP track. It focuses on the increasingly complex primary care problems found in special populations such as the elderly, addicted, mentally and physically disabled, institutionalized, and migrant workers. Special populations in the community who have unique needs and/or are at increased risk of illness are addressed, and the management of clients with multiple health problems is discussed. Prerequisites: NS 544, NS 545, NS 546. Corequisite: NS 548.

2 credits

NS 548 Practicum in Primary Care of Special Populations

Clinical experiences provide students with the opportunity to deliver primary care services to clients who represent populations with special needs in a variety of settings under the supervision of a nurse practitioner or licensed physician. Students also have the opportunity to work with clients with multiple or complex health care problems. Clinical conferences provide opportunities to share experiences encountered in the clinical setting as they relate to health and social problems, management, health promotion, risk assessment, and the role of the nurse practitioner providing primary health care services to individuals and families from special populations. The clinical experience, which is 135 hours, is designed to help students integrate learning experiences in the final clinical course. Increased independence and accountability in clinical practice is expected and facilitated through peer group discussion, faculty-preceptor collaboration, and evaluations. Prerequisites: NS 544, NS 545, NS 546. Corequisite: NS 547.

3 credits

**NS 550 Dynamics of Psychopathology**

This course examines theories of personality in an effort to understand what motivates human behavior. Approaches examined include attachment theory, relational theory, Freud's classical analytic approach, self-psychological theories, and other contemporary psychoanalytic models. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on clinical assessment.

3 credits

NS 551 Psychopharmacology for Advanced Practice

This course aims to help students understand the principles of psychopharmacology so that the advanced practice nurse can make decisions regarding the monitoring and prescribing of psychoactive medications. Included are psychopharmacological drug actions, effects and potential adverse reactions of commonly used drugs such as antipsychotics, antidepressants, mood stabilizers, anxiolytics, anti-epileptic and antiparkinson medications. Other topics include management of chronic pain, organic disorders and special considerations in treating geriatric clients. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut.

3 credits



NS 552 Mental Health Nursing of Individuals

This course provides an overview of individual psychotherapeutic treatment modalities across the lifespan including psychodynamic, cognitive, behavioral, self psychology, reminiscence, art therapy, and journaling. Emphasis is on short-term therapeutic strategies and forming a therapeutic alliance with individuals. Alternative therapeutic modalities such as imagery, relaxation techniques and hypnosis also are discussed, and multicultural issues related to treatment are addressed. Prerequisites: NS 500, NS 501, NS 503, NS 504, NS 550. Corequisite: NS 553. *3 credits*

NS 553 Practicum in Mental Health Nursing of Individuals

This clinical course, which includes 135 clinical hours, gives students the opportunity to work with individuals in primary care settings. Ongoing group supervision and individual supervision by a preceptor in a clinical agency are integral course experiences designed to help students enhance their assessment, diagnosis and therapeutic skills with individual clients. Prerequisites: NS 500, NS 501, NS 503, NS 504, NS 550. Corequisite: NS 552. *3 credits*

NS 554 Mental Health Nursing of Groups

This course addresses basic tenets of group process and group psychotherapy with an emphasis on the development of group leadership skills. Major concepts of group, group development, group dynamics, leadership, and techniques for group therapy and therapeutic groups are discussed, and group work with specific populations is addressed. Students meet on campus for laboratory t-group. Prerequisites: NS 552, NS 553, FT 550 or concurrent. Corequisite: NS 555. *3 credits*

NS 555 Practicum in Mental Health Nursing of Groups and Families

This clinical course, which includes 135 clinical hours, gives students the opportunity to develop skills in working with groups and families and enhance their skills in working with individuals. Students co-lead groups from various community settings and experience the evolution of a group. Individual supervision provided by a preceptor in the clinical agency. Group supervision is provided on campus through student participation in videotaping and critiquing role playing as therapists. Prerequisites: NS 552, NS 553, FT 550 or concurrent. Corequisite: NS 554. *3 credits*

NS 556 Primary Care in Mental Health Nursing

This course is designed to help students develop increased independence in advanced psychiatric nursing. Students in primary care settings integrate theoretical knowledge to provide primary mental health care to individuals, families and groups. The focus of this course is on the synthesis of advanced practice psychiatric nursing roles of psychotherapist, consultant/liaison, clinical supervisor/consultant, and mental health educator. Prerequisites: NS 554, NS 555. Corequisite: NS 557. *2 credits*

NS 557 Practicum in Primary Care in Mental Health Nursing

This course, which includes 180 clinical hours, is the final practicum for students pursuing the psychiatric mental health track. Students are given the opportunity to practice in a primary mental health care setting under the direction of a preceptor. Students collaborate with other mental health professionals to provide care in primary care settings. A clinical project is completed. Ongoing group and individual supervision is provided by faculty and preceptor in the clinical agency. Prerequisites: NS 554, NS 555. Corequisite: NS 556. *4 credits*

FT 550 Introduction to Marriage and Family Therapy

This course provides an overview of the field of marriage and family therapy. The student becomes acquainted with the theories developed by Minuchin, Haley, Satir, Madanes, Ackerman, Bowen, Whitaker, and others. Attention is focused on distinguishing between the systemic approaches espoused by these theorists in terms of assessment, conceptualization, diagnosis, treatment, and theoretical foundations. *3 credits*

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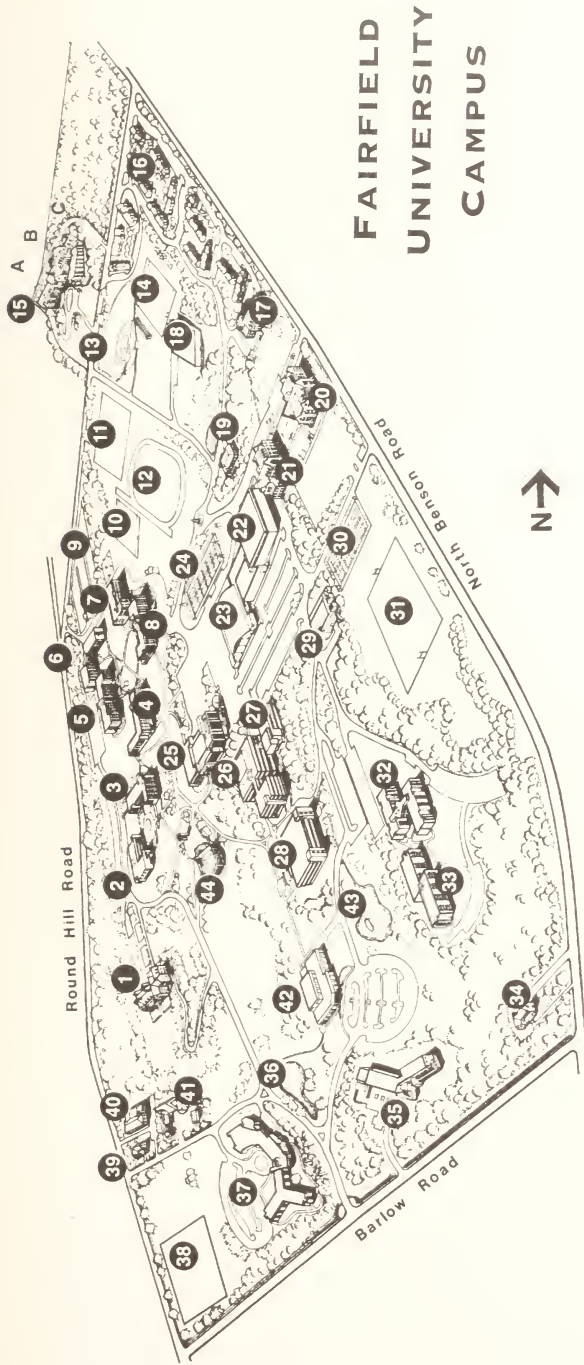
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2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field
11. Intramural Field
12. Varsity Field
13. Baseball Field

14. Alumni Field
15. Dolan Campus
A. John C. Dolan Hall
B. David J. Dolan House
C. Thomas F. Dolan Commons
16. Student Town House Complex
17. McAuliffe Hall
18. Athletic Center
19. The Levee
20. Xavier Hall
21. Berchmans Hall
22. Recreational Complex
23. Alumni Hall - Gymnasium

24. Tennis Courts
25. Barone Campus Center
26. Barnow Science Center
27. School of Nursing
28. Nysellus Library
29. Central Utility Facility
30. Tennis Courts
31. Grauert Field
32. Kostka Hall
33. Claver Hall
34. Jesuit Residence - St. Robert
35. Jesuit Residence - St. Ignatius
36. Bellarmine Pond

37. The Conference Center
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius
Loyola and Pedro Arrupe, S.J.
Campus Ministry Center

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- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.

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